**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **How to Eat Fried Worms** TIME FRAME: **2 weeks**  TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest goals. We can turn to it for companionship, recreation, comfort, and guidance. It also gives us a cherished story to hold in our hearts forever.  [***How to Eat Fried Worms***](http://www.amazon.com/gp/product/0440421853?ie=UTF8&tag=resourcewebs-20&linkCode=as2&camp=1789&creative=390957&creativeASIN=0440421853) ***is a funny book by Thomas Rockwell. The story has a fourth grade reading level but because of the humor, has an interest level of several grades on either side of fourth.***  A boy accepts a bet that he can [eat](http://www.easyfunschool.com/article1980.html) fifteen worms in fifteen days. The agreement is that Billy can prepare the worms any way he wishes. His family goes along with this after checking with the doctor. His mother even cooks one of the worms for him. When it begins to look he will win the bet, the two boys he made the bet with try tricking him unsuccessfully and Billy does win his bet. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.  x Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.  x Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.   * RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.   + RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. * RF.5.4. Read with sufficient accuracy and fluency to support comprehension.   + RF.5.4a Read grade-level text with purpose and understanding. | | |  | | --- | | **Writing** |   W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W.5.1b Provide logically ordered reasons that are supported by facts and details. | |  | | --- | | **Speaking and Listening** |     SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.  SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |  | | --- | | **Language** | |  |   L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  L.5.1b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.  L.5.1c Use verb tense to convey various times, sequences, states, and conditions.  L.5.1d Recognize and correct inappropriate shifts in verb tense.\* |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| A problem leads to a fight among the boys, even between Billy and Tom. Why do the boys fight? | | | Would you continue to eat something that you thought might hurt you? Why or Why not? | | |
| Despite the problem, what leads Billy to eat the fifth worm? | | | The boys have a hard time agreeing on the terms of the bet, and as a result they argue. What could the boys have done early on to prevent these disagreements? | | |
| Why does Alan ask his father to show him fifty dollars? | | | Who are the unlikely heroes at the end of the story? | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  **See What I Read?** This report is a visual one. A model of a favorite scene and characters can be created, using a shoe box as a diorama or a drawing of the scene on paper.  Compare yourself to Billy from the story *How to Eat Fried Worms*. Create a Venn diagram to show your similarities and differences.  ***Literal and Figurative Statements*** – Throughout the book there are several plays on words or figurative statements which are not to be taken literally. Distinguish between literal and figurative meanings for: “Put a sock in it!”, “couldn’t lick a flea”, “chicken”, “make a break for it”, “weaseling”, “as big as a souvenir pencil”. Challenge – Find other figurative statements in the story. | **Writing Tasks**  Write a sequel to [How to Eat Fried Worms](http://www.amazon.com/gp/product/0440421853?ie=UTF8&tag=resourcewebs-20&linkCode=as2&camp=1789&creative=390957&creativeASIN=0440421853). Write a part two for the story, predicting what might happen if the story were to continue.  **Daily Journal Activities**   * Describe a bet you have made with your friends. * Recall the details of the bet in the story. Write about the bet and what was *specifically* agreed upon. * Write about five ways you would eat worms. * Record personal thoughts about a specific section. * What is the worst possible meal you can imagine? Write about it. * Would you make a bet to eat fifteen worms? What would you have to win before you would complete this bet? * Have your parents ever encouraged you to try something new? What were the results after you tried it?   Make up their own ***worm recipe*** [***cookbook***](http://www.easyfunschool.com/article1980.html)***.*** Share recipes.  **Chocolate Covered Worms** Ingredients: 1 or 2 packages of candy worms, 1 package (12 oz) semisweet chocolate morsels, 2-3 tablespoons (30-45mL) shortening.  Melt the chocolate chips in a saucepan. Add 2-3 tablespoons of shortening to the chocolate to give it a smooth and shiny consistency. Hold the end of the worm with tongs and dip the worm into the chocolate. Remove and place on waxed paper. Allow worms to cool and harden for 20-30 minutes. | | **Discussion Tasks**  Which of the characters did you like best in the story? Why?  Do you think the bet was a fair one? Explain your answer.  Do you think it was fair of Alan and Joe to try and trick Billy into losing the bet? Explain your answer.  Which one of Billy's recipes did you think was the best? Which one was the yuckiest? Explain your answer.  List six things that you think you could never eat. Then pretend you are in a situation where you must eat four of the things you have listed above or suffer severe consequences. Create a recipe, with a name, that you think would be the best way to prepare each of the four things. – please remember this is supposed to be fun. Steer the child away from items that are truly disgusting and or frightening (such as inappropriate consequences for not eating the item). | | **Language/Vocabulary Tasks**  **Vocabulary**  **20 Clues** – In this game, one student selects a vocabulary word and gives clues about this word, one by one, until someone in the class can guess the word.  **Word Bank** – Using large pieces of chart paper, students work together to find and define the vocabulary words from the story. Each group may be assigned specific chapters or sections of the book. When the word banks have been completed, put them in order. The class bank can be used throughout the story as a study tool to complete various activities and to prepare for the test at the end of the book.  **Substituting a Synonym** – Find the sentence in the book with the vocabulary word. Copy it. Rewrite the sentence by substituting a synonym which would make sense.  **Vocabulary Charades** – In the game the words are acted out!  **10 Times in One Day** – Challenge your students to use a specific vocabulary word from the story at least 10 times a day. They must keep a record of when and how the word was used.  **Alphables** – Have the students create alphables by listing the words in alphabetical order and dividing them into syllables. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| **Teacher- made tests**  **Assess prior knowledge of worms** | | **Conversations** – Work in groups to write and perform the conversations that might have occurred in specific situations. Ex: Alan, Tom, and Billy discuss where Tom was the previous night (3 people); The boys disagree on where to dig for the worms (3 people); Mrs. Forrester agrees to feed Billy worms while Alan and Joe are gone (2 people); Billy enters his parents’ bedroom at 3:15 am (3 people)  **Exit Tickets**  **Graphic Organizers**  **Think Pair Share**  **Teacher observations**  **Student Response Sheets** | | **Unit Test**  **Option 1 (Mixed)** – Matching: Match a quote with the person who said it. True or False – Write true or false next to statements. Short Answer – Provide short answers to questions. Essay – Answer questions on separate pieces of paper.  **Option 2 – Response** – Explain the meaning of quotations from How to Eat Fried Worms. (per chapters; choose an appropriate number of quotes for students to respond to)  Work in groups to devise a **survey** which asks students if they would do various unusual things, such as eat a live fish, eat a fried worm, eat a live worm, etc. Conduct the survey, asking at least twenty people your questions. Tabulate results and devise a table, chart, or graph to show results. | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  Lexile® measure: 650L. DRA: 40. Guided Reading: R. Book Type: Read-Aloud Book. **Genre**/Theme: **Comedy** and Humor; Realistic **Fiction**; Dictionaries | | | | | |
| **Cross Curricular Activities:**   1. Science Research Project – Using an encyclopedia or other nonfiction sources, find as many facts about worms as you can. What purpose do they serve? Where are they on the food chain? How are they beneficial to farmers? Find the classification of a worm – etc. 2. Build a compost bin and create a worm farm. 3. Math – Worm Measurement. Use a candy worm to measure items in the room – (ex: length of teacher’s desk, width of door, length of chalkboard, height of your desk. Record measurements. Then use a standard ruler to measure how long your candy worm actually is. Write any conclusions you reached about using the candy worms as a measuring tool. If your candy worms are the same length, did you all get the same measurements? Is there anything you could do to the worm to make it a better measuring tool? | | | | | |

**Vocabulary**

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| **SECTION 1 Chapters 1 – 9**  squirmed  nagging  devious  measly  furtively  schemer  witnesses  sly  coaxed  duel  heap  piccalilli  obsequiously  fink  sprawled  scrutinized  quavering  menacingly  limbering  bleat  chaff  gaggles | **SECTION 2 Chapters 10-15**  clambered  grimacing  keel  wailing  solemnly  sullen  hauled  suspiciously  collapsed  indignant  antidote  whimpered  discernible  treacle  deracinate  agony  wringing  insulting  cringing | **SECTION 3 Chapters 16-24**  triumphantly  serene  glowered  glumly  offhand  disdainfully  virtuous  nonchalantly  protruding  slouching  referee  neutral  dredge  envious  scuttled  thrashings | **SECTION 4 Chapters 25-41**  writhed  murmur  lunging  repetition  incident  clenched  mutter  wrenched  accusing  distressing  secrete  trembling  staggered  feebly  fulmar  defrauding  stagnant  trudge  chaffy  mussed  cistern  dejectedly |